RECALL AND READ

1 Work in pairs. Do the Sports Challenge. You have three minutes.

THE 5-4-3-2-1 SPORTS CHALLENGE

a Write the names of the sports.
1 Five team sports.
2 Four sports that use a bat, stick or racket.
3 Three water or ice sports.
4 Two sports that don’t require any special equipment.
5 One sport that uses animals.

b Which three sports in A are the least and most challenging? Why?

2 Read Alison’s description and match it to the correct photo (a–f). Who does she thank and why?

WORK WITH WORDS

3 a Name the sports in the photos. Use the words in the box if you need help. Then listen and check.

- base jumping
- free running
- rock climbing
- skateboarding
- skydiving
- windsurfing

b Listen to the people talking about the sports. Which sports are they talking about?

4 Read the descriptions (a–f) of six more extreme sports. Then match and complete the names using the words in the box.

a travelling down a snow-covered hill while standing on a board
b jumping from a tall structure while connected to a large elastic cord
c climbing frozen waterfalls, cliffs and rocks covered with ice
d riding a wave without using a board
e racing up staircases inside skyscrapers or other tall structures
f diving underwater without any equipment

- boarding
- climbing
- diving
- jumping
- running
- surfing

1 bungee ________ 3 free ________ 5 body ________
2 tower ________ 4 ice ________ 6 snow ________

5 Listen and check your answers to Exercise 4. Then listen and repeat all the extreme sports.

First we’re told what to do.
One tap on the shoulder means open your arms, a second tap means bring your arms to your chest as the parachute opens, and don’t forget to keep your knees bent for landing.

Now we’re sitting on benches inside the plane and I’m looking down at the Spanish Costa Brava 12,500 feet below. It’s too late to turn back now. This is it! My first skydive.

Jump! I’m attached to my instructor, spinning in the sky as we fall towards the Earth at 180 km per hour. How can I describe it? You know how it feels when you hold your arm out of the window of a moving car and the air runs through your fingers. Think bigger! It’s amazing. Nothing beats this; not snowboarding; not diving; nothing. Thanks Mum, thanks Dad. It’s the best birthday present ever.

Alison x
6 a **PRONOUNCE** Listen and repeat the words, paying attention to the /ɪ/, /iː/ and /aɪ/ sounds.

wind /wɪnd/  ski /skiː/  dive /dайv/

b **Listen and write the sounds you hear: /ɪ/, /iː/ or /aɪ/. Then listen and repeat the words.**

1 extreme  3 bike  5 free  7 ice  9 cliff  
2 climb  4 equipment  6 hill  8 bungee  10 sky

**EXTEND**

7 Write a sentence describing each of the extreme sports below. Use a dictionary to help you.

- abseiling
- hang-gliding
- kayaking
- mountain biking

Mountain biking involves riding over rough tracks, rocks and hills.

8 **THE MOVING PICTURE** Watch the video. What’s the extreme sport? Why do you need to wear protective clothing?

**GO BEYOND**

Do the Words & Beyond exercise on page 130.

9 **SPEAK**

Work in pairs. Create an unusual extreme sport of your own. Use the names in Exercises 3 and 4 to help you.

What other surfaces can we do a boarding sport on?

We could combine bungee jumping and rock climbing to make bungee climbing.

> Workbook, page 4
READING Choose a sport

SPEAK AND READ

1 Work in pairs. Answer the questions.
   1 Which extreme or adventure sports do you do or watch?
   2 Which extreme sport would you most or least like to try? Why?

2 Read the magazine feature and follow the instructions.

FIND AN EXTREME SPORT THAT’S RIGHT UP YOUR STREET. READ THE QUESTIONS AND CHOOSE THE ANSWERS THAT REFLECT YOUR CHARACTER AND ABILITIES.

1 Do you like heights?
   a I don’t mind heights.
   b I don’t really like heights.

2 How do you feel about the water?
   a I’m a strong swimmer.
   b I’m not a very confident swimmer.

3 What do you normally do?
   a walk up the stairs
   b take the lift

4 Which sentence describes you?
   a I’m a team player.
   b I prefer my own company.

5 You need to cross a frozen river.
   It’s six metres wide and the ice is 20cm thick. It’s a 20-minute walk to a bridge. What do you do?
   a I walk across the ice.
   b I cross the bridge.

Choosing the right extreme sport is often a process of elimination. If you don’t like heights, then don’t choose base jumping or other sports that involve heights. If swimming isn’t your cup of tea, then bodysurfing and free diving are not good choices.

It’s important to know how much physical exercise you’re prepared to do. If you usually run a mile from anything that involves exercise, don’t try sports that involve physical effort such as free running. If you don’t like using lifts because you don’t feel safe, then a sport that relies on equipment such as rock climbing is a lost cause.

Other people are often required in extreme sports and you need to trust the people you’re with. If you think working with other people can be a pain in the neck, choose sports like skateboarding or windsurfing that don’t involve them.

Finally, there’s the risk factor. All extreme sports involve an element of risk, but how much risk are you prepared to take? Remember – don’t bite off more than you can chew.

Which extreme sports are left on your list? Choose the one you’d like to try. If you’ve crossed out all the sports, you can always try extreme ironing!

3 a Read the tips in the HOW TO box.
   b Match the idiom ‘right up your street’ from the introduction to the correct meaning.
      a popular with other people like you
      b exactly the type of thing that you are interested in or are good at

4 Find the idioms in the analysis that match the meanings (1–5).
   1 something you don’t like or don’t find interesting (paragraph 1)
   2 do everything you can to avoid (doing something) (paragraph 2)
   3 something that will never succeed (paragraph 2)
   4 very annoying (paragraph 3)
   5 try to do something that is too hard for you (paragraph 4)

5 Which tips in the HOW TO box did you use for help with Exercises 3b and 4? Tick (√) them.

REACT

6 Work in pairs. Discuss the questions below with your partner.

Were you happy with the sports that were left on your list? Why?/Why not?
**READ AND LISTEN**

1 **Read and listen to the conversation. Who does Claire want to win and why?**

**Jeff:** Welcome to the final of the Wheelchair Basketball National Junior Championship at the Stoke Mandeville Stadium. Players from both teams are making final preparations and Claire Walden is sitting next to me. Wheelchair basketball is often described as a tough sport. Who do you think is the stronger team, Claire?

**Claire:** The Yorkshire team is playing exceptionally well these days. But the North West team always puts up a fight. My family’s from Yorkshire so I want them to win.

---

**STUDY**

2 **Complete the explanations with examples from Exercise 1.**

**Present tenses review**

**Present simple**

*Use:* For habits, routines, things that are generally true.

**Present continuous**

*Use (1):* For things in progress now or around now

**State verbs**

Don’t use the present continuous when verbs express mental states (feel, know), opinions (believe, (like, for instance), and preferences (like, for instance).

**Present simple passive**

*Use:* When the action is more important than the person/thing that does the action.

**Form:** am/is/are + past participle

See **GRAMMAR DATABASE**, page 120.

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**PRACTISE**

3 **Choose the correct options.**

These days, extreme sports (1) become / are becoming more and more popular among people with disabilities. In general, disabled athletes (2) do / are doing extreme sports for the same reasons as able-bodied people. They (3) enjoy / ye enjoying pushing the limits and they (4) feel / are feeling the same adrenaline rush. Many of the sports (5) involve / are involving the use of wheelchairs. The boy in the photo below (6) takes / is taking part in a wheelchair skateboarding event.

---

**READ AND LISTEN**

4 **Complete the text with the present simple or present simple passive form of the verbs.**

Extreme wheelchair sports (1) include wheelchair basketball. The game (2) play on the same court as traditional basketball, the baskets (3) place at the same height, and players (4) follow the same general rules. At Paralympic™ level, a wheelchair (5) make for each individual player. Players (6) strap into the chairs which (7) travel at great speed and often (8) crash into each other.

---

**STUDY**

5 **Complete the conversation with the correct form of the verbs. Then listen and check.**

**Sally:** (1) What’s Jeff doing (what / Jeff / do)? (2) (he / play / still) basketball these days?

**Layla:** Yes. In fact, he’s at the sports centre right now with the rest of the team. (3) (they / practise) for a match on Saturday.

**Sally:** (4) (he / play / usually) during the week?

**Layla:** No. (5) (they / only / train) on weekdays when there’s a match.

**Sally:** (6) (he / talk / still) about the Paralympics™? (7) (I / know) that (8) (he / want / really) to go. When (9) (the teams / choose)?

**Layla:** The basketball team (10) pick / normally around now.

**Sally:** (11) (how / you / feel) about it?

**Layla:** (12) (I / think) it’s exciting.

---

**SPEAK**

6 **Work in pairs. Answer the questions in your own words.**

1. Why do you think some Paralympic™ sports are often called extreme sports?
2. In what ways do you think wheelchair basketball is more exciting than traditional basketball?
3. What specific problems are faced by blind football players and how do you think they overcome them?
4. Do you know of any Paralympic athletes in your country? Who are they? What sports do they play?
LISTENING AND VOCABULARY I did it!

SPEAK AND LISTEN

1 You're going to listen to a radio programme about the teenage boy in the photo. Work in pairs. Answer the questions.
   1 Where do you think the photo was taken?
   2 What information would you expect to hear in the programme?

2 a Read the tips in the HOW TO box.
   b Listen and take notes about Jordan Romero, the boy in the photo. Who is he? What was his dream?
   c Listen again and complete your notes. Then compare in pairs.

3 Which tips in the HOW TO box did you use for help with Exercises 2b and 2c? Tick (✓) them.

HOW TO take notes
■ Focus on the most important or interesting points.
■ Write down key words or very short sentences.
■ Use bullet points, abbreviations and symbols (ie = in other words, → = leads to, eg = for example).
■ Leave space between lines to add more detail later.

REACT

4 Work in pairs. Answer the question from the radio programme.
   How prepared is a teenager both physically and mentally to attempt to do something like Jordan did?

WORK WITH WORDS

5 (2.10) Complete the achievements and challenges collocations with the verbs in the box. Then listen and check.

<table>
<thead>
<tr>
<th>achieved</th>
<th>attempting</th>
<th>encounter</th>
<th>face</th>
<th>fulfil</th>
<th>overcome</th>
<th>reached</th>
<th>risk</th>
<th>take up</th>
<th>took</th>
</tr>
</thead>
</table>
1 Jordan Romero achieved his dream while he was still a teenager.
2 He reached the top of some of the world’s highest mountains.
3 Some critics say it’s wrong for young people to risk their lives in this way.
4 But according to Jordan, he was successful because he never took risks.
5 It’s normal to face problems when you’re encountering a difficult task.
6 You might have to face obstacles blocking your way.
7 In recent years, Jordan’s helped other young people fulfilled their potential.
8 He’s encouraged them to take up the challenge to find their own ‘Everest’.

6 (2.11) Complete the table with the words in the box. Then listen and check.

<table>
<thead>
<tr>
<th>achieve</th>
<th>attempt</th>
<th>encounter</th>
<th>face</th>
<th>fulfil</th>
<th>overcome</th>
<th>reach</th>
<th>risk</th>
<th>take up</th>
<th>take</th>
</tr>
</thead>
</table>
1 a dream | an ambition
2 a difficult task
3 a problem | difficulties
4 your fears | a challenge | difficulties
5 your potential | an ambition
6 obstacles | difficulties
7 reach | the summit | your goal
8 everything
9 a chance
10 a challenge | an invitation

GO BEYOND

Do the Words & Beyond exercise on page 130.

a dream | a risk | an offer | fame | problems
an offer | the top | to do something | your life

Work in pairs. Answer the questions.
1 What happens when someone fulfils all their dreams and ambitions by the age of 15?
2 What dream or ambition would you like to achieve?
3 Are you prepared to risk everything to reach your goal?
READ

1 Read the report. Did Abby achieve her goal?

In 2009, Abby Sunderland was living a normal life in Thousand Oaks, California. Then, on February 6, 2010, at the age of 16, she left home and attempted to become the youngest person to sail solo around the world. Her brother, Zac, had already circumnavigated the globe the previous year. However, on June 10, while she was sailing in high winds about 3,200 kilometres west of Australia, she lost contact with the outside world. A rescue mission was launched and the following day she was found. Abby was alive and well when she was rescued, but her record-breaking attempt had ended.

PRACTISE

3 a Write questions about the news report using the past simple, past continuous and past perfect simple.

1 What kind of life / Abby Sunderland / lead / in 2009?
   What kind of life was Abby Sunderland leading in 2009?
2 How old / she / be / when she start / her voyage?
3 What / she / attempt / to do?
4 What / her brother / do / the previous year?
5 What happen / while / she / sail / 3,200 kilometres west of Australia?
6 How long / it / take / the rescue services / to find her?

3 b Work in pairs. Ask and answer the questions in Exercise 3a. Refer to Exercise 1 for the answers.

4 Complete the text with the correct form of the verbs.

Two months after Abby Sunderland (1) had been rescued (rescue), a 15-year-old Dutch girl called Laura Dekker (2) begin her attempt to become the youngest person to circumnavigate the globe single-handedly. Laura was born on a yacht and (3) already / sail solo by the time she was six years old. She (4) celebrate her 16th birthday while she (5) make her record-breaking trip, which she (6) complete in January 2012. When she (7) arrive (arrive) on the Caribbean island of St Maarten, she (8) meet by members of her family and fans. She (9) try to break the record before, when she was just 14, but the Dutch authorities (10) prevent her from sailing because she was too young.

SPEAK

5 a You’re a journalist who is going to interview a teenager who has just sailed around the world. Write six questions to ask the sailor about their childhood, the trip and their opinion of young people going on dangerous journeys.

5 b Work in pairs. Complete the tasks.

   ▪ One of you is a journalist. The other is a teenager who has sailed around the world.
   ▪ Ask and answer the questions in Exercise 5a. The journalist should make notes of the sailor’s answers.
   ▪ Swap roles.

5 c The journalists report to the class.

STUDY

2 Read the explanations. Then underline an example of each tense in Exercise 1.

Past tenses review

Past simple
Use: For completed actions in the past.
Form: verb + -ed

Past continuous
Use: For actions in progress in the past.
Form: was/were + verb + -ing

Past perfect simple
Use: To show that an action happened before another action or time in the past. Use the past simple for the other action/time.
Form: had/hadn’t + past participle

Past simple passive
Use: When the action is more important than the person/thing that did the action.
Form: was/were + past participle

See GRAMMAR DATABASE, page 120.
SPEAK AND READ

1 Work in pairs. Read about Marta and answer the questions.
   1. What do you think Marta should do? Why?
   2. Which of these quotes do you agree with? Explain why.
      ‘If you don’t take risks, you will never accomplish anything.’
      ‘Taking risks is the quickest way to failure.’

DO

2 Work in groups. Look at the situations and discuss these questions.
   - What are the risks in each one?
   - Are the risks worth taking? Why?/Why not?
     1. You want to walk home through a part of town that you don’t know.
     2. Your best friend asks to borrow some money.
     3. Your teacher asks you to act in the school play.
     4. You didn’t do your homework, but a classmate says you can copy theirs.
     5. A friend asks you to go bungee jumping with them.
     6. You want to share a secret with a friend.
     7. You have to visit a friend one night, but your bicycle lights aren’t working.
     8. You want to tell someone that you like them.

3a People take risks for different reasons. Find an example for each of these reasons in Exercise 2.
   a. for a thrill
   b. because there’s no alternative
   c. to achieve an ambition or improve their life
   d. to save time and effort

3b Think of other situations for each of the reasons in Exercise 3a.

REFLECT

4 Discuss the questions with your class. Do you agree with the REFLECTION POINT?
   1. In which situations can it be positive/negative to take risks?
   2. Why do many people avoid taking risks?
   3. Is it possible to achieve your ambitions without taking any risks?

EXTEND

5 Work in groups. Write a short questionnaire about taking risks.

A friend asks you to go ballroom dancing with them. Do you …
   a) take a risk and agree to go?
   b) make an excuse?

Workbook, page 13
SPEAK
1 Work in pairs. Read the notice. How many courses are there?

WATCH OR LISTEN
2 Watch or listen to the scene. Who’s Nora and which course does Tom decide to do?

Nora: Hi. (1) rock climbing?
Tom: Yes. I mean, I’m thinking of doing a course.
Nora: (2) members of the sports centre get a discount?
Tom: No, I didn’t. But how do I decide which course to choose?
Nora: If you don’t have any experience, you can try the one-day taster. You do some basic climbing and learn something about using ropes.
Tom: (3) , do I need to buy any equipment?
Nora: No, the price includes all the climbing equipment and the instruction.
Tom: Right. (4) , how much does it cost?
Nora: The one-day course is £90, but with the 20% discount it’s £72.
Tom: OK. Sounds good. So what do I have to do?
Nora: Choose your dates and fill out a registration form. (5) ! Is that the time? I’m sorry, but I have to go. Nice talking to you.
Tom: Thanks for your help. (6) , what’s the instructor like?
Nora: You’re looking at her. See you on the course!

3 Order the topics Tom and Nora talk about.
- equipment
- member discounts
- prices
  1 rock climbing
  2 the instructor
  3 the time

4 a Watch or listen again and write phrases 1–6 in Exercise 2.
b Listen and repeat the phrases, paying attention to intonation.

5 Write the phrases from the PHRASEBOOK in the sentences.
1 ___________ music?
2 ___________ there’s a concert on Saturday?
3 ___________ I mustn’t forget to buy tickets.
4 ___________ tickets. Have you got your bus ticket?
5 ___________ thanks for waiting for me. I’m sorry I was late.
6 ___________ The bus is leaving. We’ve missed it!

6 Write the phrases in the PHRASEBOOK that Tom and Nora use for ending the conversation.

7 Work in pairs. Practise saying the conversation.

ACT
8 Work in pairs. Complete the tasks.
- Write a notice for another extreme sport.
- Prepare a conversation between a student and an instructor.
  Use phrases from the lesson and information for your sport.
- Perform your conversation.
SPEAK AND READ

1 Work in pairs. Look at the photos and answer the questions.
   1 When do you think skateboarding started as a sport?
   2 How do you think it started?
   3 When do you think it first became popular?

2 Order the paragraphs in the article and check your answers to Exercise 1.

STUDY

3 Tick (√) the information that is included in the article.
   1 When and where the sport started
   2 How it became popular
   3 Names associated with the sport
   4 An interesting or unusual fact
   5 Information about the sport today

4 a Read the tips in the HOW TO box.
   b Reduce the length of the article in Exercise 2 by removing one paragraph. Try not to affect the overall meaning of the article.

HOW TO
edit and proofread a text

- Check the length and structure of your work. Cut everything that isn’t necessary.
- Check your spelling, punctuation and use of grammar especially.
- Then carefully read your work a final time to check that it makes sense. Or ask someone else to read it.

PRACTISE

5 Check and correct any spelling, punctuation or grammar mistakes in this paragraph.

The Z-Boys became the more successful and original skateboarders of all time and helped making skateboarding popular around the world. They took their name from a shop called Jeff Ho Surfboards and Zephyr Productions who sold surfboards and skateboards. The story of the Z-Boys was said in the 2005 film Lords of Dogtown, which starred Heath Ledger.

6 Select the most important information from the paragraph in Exercise 5 and rewrite it using a maximum of 35 words.

PLAN, WRITE AND CHECK

7 You’re going to write an article about the history of a sport using a maximum of 130 words. Do some research and choose a sport that has an interesting history. Use Exercise 3 to help you plan your article.

8 Write your article. Then check it using the checklist in the HOW TO box.

SHARE AND REVIEW

9 Swap your article with a partner. Read your partner’s article and review it.
VOCABULARY  Extreme sports

1  Complete the names of the extreme sports with the words on the right.

   TO THE EXTREME
   The ultimate event for extreme sports fans

   Coming soon to a city near you!

1  rock
2  free
3  snow
4  tower
5  bungee
6  wind
7  sky
8  ice
9  skate
10 free
11 base
12 body

Achievements and challenges

2  Complete Fred’s introduction with the words in the box.

challenge  fame  invitation  life
obstacle  potential  problems  risks
something  summit

‘Hi! My name is Fearless Fred, and I want to help you fulfil your (1) _______. At To The Extreme you don’t just watch extreme sports, you take part in them. Of course, it’s dangerous. But in life we all have to take (2) _______. Every day, we encounter (3) _______ and look for ways to overcome each new (4) _______ that is put in our path. Here’s your chance to attempt to do (5) _______ challenging that’s exciting at the same time. I’m not asking you to risk your (6) _______. And if you face this (7) _______, then you could reach the (8) _______ of the extreme sports mountain. I hope you’ll take up this (9) _______ and come to To The Extreme! Who knows – maybe you’ll even achieve (10) _______.’

GRAMMAR  Present tenses review

3  Complete the information with the present simple, present continuous or present simple passive.

HOW TO TAKE PART
(1) (you / think) about taking part in To The Extreme? If you’re interested, you (2) (need) to complete the form on the website. If you’re under the age of 18, make sure the form (3) (sign) by your parent or guardian. Please note that all the rides and equipment (4) (test) before each event. Trained doctors and nurses (5) (always / attend) the events in case of emergency. To The Extreme (6) (currently / tour) the world and places are limited. What (7) (you / wait) for? Contact us now!

Past tenses review

4  Complete the facts with the past simple, past continuous, past simple passive or past perfect of the verbs in the box.

TO THE EXTREME FACTS

1  The first To The Extreme event in Mexico in 2010.
2  Fearless Fred the idea for the event while he _______ over New Zealand.
3  At the first event, Fred all the competitions and his goal of becoming Extreme Sportsperson of the Year.
4  Before becoming interested in extreme sports, Fred as a firefighter. In a recent interview he said that he _______ with danger all his life.

Your score: ___ /50

SKILLS CHECK

I can recognise and understand idioms when I read. ___
I can take notes when I listen. ___
I can consider the positive and negative aspects of taking risks. ___
I can start and change topics in a conversation. ___
I can edit and proofread a text. ___